



2018-2019 Consolidated Federal and State Grant Application (CFSGA) Workshop

Spring 2018

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Federal Programs Director

Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION



Nampa- April 25, 2018
Idaho Falls- May 1, 2018
Twin Falls- May 2, 2018
Coeur d'Alene- May 15, 2018

SDE Federal Programs Team



Title I-A overview



- *All Local Education Agencies (LEAs) submit an “approvable” Consolidated Federal and State Grant Application (CFSGA) no later than August 31, 2018.*
- *All LEAs will have spending authority for all federal funds as of July 1, 2018.*

Title I-A reports and applications



Title I-A: Improving Basic Programs

Title I-A: Improving Basic Programs is a federal program that helps students who are most at risk meet state academic standards and be proficient on state assessments. This program provides funding to districts and schools that can be used for professional development, extended-time programs, and other strategies to help raise achievement levels. Title I-A laws hold states, districts, and schools accountable for improving the academic achievement of all students.

[Annual Performance Report | ➔](#)[CFSGA | ➔](#)[School Status | ➔](#)[Schoolwide/Improvement Plan Application | ➔](#)

Title I-A Log On




Log On:



DEPARTMENTS COMMUNICATIONS

 **IDAHO**
STATE DEPARTMENT OF EDUCATION

 **Log On**
Consolidated Federal and State Grant Application - Beta

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Consolidated Federal and State Grant Application - Beta

Title I-A CFSGA Homepage



Links

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2018-2019

[Change Year](#)
[Prior year \(new window\)](#)

ABERDEEN DISTRICT (058)

(read only)
Status: Not Submitted

[Title I-A Improving Basic Programs](#)

[Consolidated Schoolwide Budgets](#)

[Title I-C Education of Migratory Children](#)

[Title II-A Supporting Effective Instruction](#)

[English Learner Program](#)

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[Title III-A Immigrant Education Program](#)

At A Glance

More Info

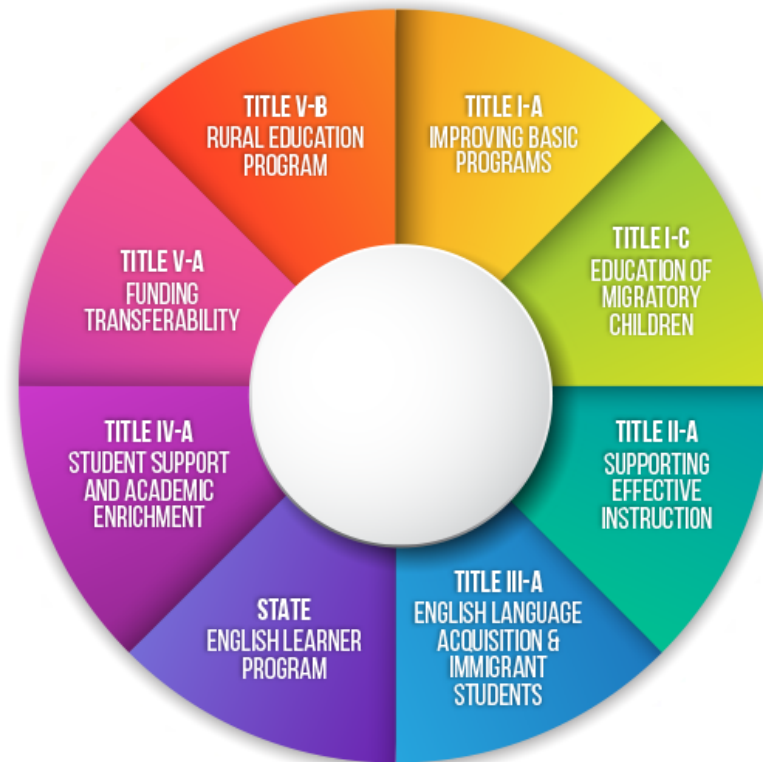
Consolidated Federal and State Grant Application - Beta

Welcome to the Consolidated Federal and State Grant Application (CFSGA). This is the District's application for federal and state funds for the following programs:

- Title I-A Improving Basic Programs
- Title I-C Education of Migratory Children
- Title II-A Supporting Effective Instruction
- Title III-A English Language Acquisition
- Title III-A Immigrant Education Program
- English Learner Program
- Title IV-A Student Support and Academic Enrichment
- Title V-A Funding Transferability
- Title V-B Rural Education Program

The application process includes completing a budget and a plan for the funds. The completed application(s) must be submitted by 8/31/2018. Budgets and plans will be reviewed by the respective program directors and coordinators by 9/30/2018. A notification will be sent to each district upon approval of all of the programs in the CFSGA. If there are any revisions required, they must be completed before a grant award letter is issued and money can be accessed in the Grant Reimbursement Application (GRA).

We appreciate the work and cooperation of each district in this process. Our directors and coordinators are willing to provide technical assistance to any district at any time. Contact information for each program can be found under the Contacts link in the menu to the left. A link to the Comment section is also located to the left for ISDE and district communication concerning the plan during the application and approval process as well as any necessary communication during the year.



Title I-A Contact Information (IDCI)



- Idaho District Contact Information (IDCI)

Make sure your Title I-A Coordinator and other information is up to date.

Title I-A Improving Basic Programs Coordinator	Stacey M. Roth	Title 1-A Basic Education Coordinator	Stacey.Roth@boiseschools.org	Main Business: 2088544181	ADMINISTRATION BUILDING BOISE INDEPENDENT DISTRICT (3001)
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Equitable Services to Private Schools



- Make sure Equitable Services to Private Schools tab is completed before completing Title I-A Improving Basic Programs section of the CFSGA.

Equitable Services for Private Schools

General Info

Title I-A

Title II-A

Title III-A ELA

Title IV-A

Print Preview

Save

The Law requires that LEAs provide eligible private school children with services eligible under the following programs:

- Title I-A Improving Basic Programs
- Title I-C Education of Migratory Children
- Title II-A Supporting Effective Instruction
- Title III-A English Language Acquisition
- Title IV-A Student Support and Academic Enrichment

After all necessary information has been selected and entered, the proportionate share amount will be automatically transferred to the programs' budgets accordingly.

Reference: ESSA, Section 8501 and 1117

Title I-A CFSGA tabs



- Complete each tab under Title I-A Improving Basic Programs:

Allocation & Set Asides	Allocation to Schools	Title I-A Budget	Action Plan	Certification	Validation Issues	
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Title I-A Improving Basic Programs for fiscal 2018-2019

Title I-A Allocations



- Allocation and Set Asides tab:

Allocations

	Title I-A	
Allocation for 2018-2019	\$44,170	
Carry-over From Previous Year as of 9/30/2018	\$0	Limited to no more than 15% of previous year's allocation. Click here to use the Carryover Calculator.
Re-allocation from 2017-2018	\$0	
Total Allocations	\$44,170	Total available for 2018-2019 Title I-A programs.

Title I-A Carryover



- Carryover:

Enter your estimated carryover balance as of September 30, 2018.



Why Carryover?



Why Carryover?

Because Federal Grants are available for 12 months and your LEA's 2017-18 award may be stretched between two school years.

School Year Award	2017-18 school year	2018-19 school year
7/1/2017 received \$100,000	\$85,000 (at least 85%)	\$15,000 (no more than 15%)
7/1/2018 received \$120,000		\$120,000
Total Budget		\$135,000

What is Carryover?



Carryover is your LEA's "unobligated" and "unspent" prior year allocation balance as of 9/30/2018.

Allocation & Set Asides Allocation to Schools Title I-A Budget Action Plan Certification **Validation Issues**

Title I-A Improving Basic Programs for fiscal 2018-2019

Best viewed in 1280 X 1024 resolution.

Allocations

	Title I-A	
Allocation for 2018-2019	<input type="text" value="\$120,000"/>	
Carry-over From Previous Year as of 9/30/2018	<input type="text" value="\$15,000"/>	Limited to no more than 15% of previous year's allocation. Click here to use the Carryover Calculator.
Re-allocation from 2017-2018	<input type="text" value="\$0"/>	
Total Allocations	<input type="text" value="\$135,000"/>	Total available for 2018-2019 Title I-A programs.

Less Set-Asides

In other words,

What do you expect your LEA's balance will be after all *obligations**(prior to 9/30/2018) have been paid?

*Obligation = binding commitment to pay out money, such as entering into a contract to pay for supplies or services.

Carryover Chart



If the obligation is for-	The obligation is made-
Salaries and Benefits of the subgrantee's employee	When the services are performed
Personal services by a contractor who is not an employee of the subgrantee	On the date on which the subgrantee makes a binding written commitment to obtain the services
Performance of work other than personal services	On the date on which the subgrantee makes a binding written commitment to obtain the work
Travel	When the travel is taken
Rental of real or personal property	When the subgrantee uses the property

Carryover Example



Example

2017-18 school year	Description
\$100,000	Received 7/1/2017
(\$80,000)	Spent 7/1/2017-9/30/2018
(\$5,000)	Obligated before 9/30/2018 (signed contracts, submitted PO, placed purchase orders). All payments will be processed after 9/30/2018
\$15,000	Carryover balance as of 9/30/2018

Most likely, the LEA's internal budget carryover balance will be different because the district's Fiscal Year ends on June 30th (rather than September 30th).

Carryover Limitation



Carryover limitation depends on a program requirement.

Program	Maximum Percent of Total Allocation
Title IA Basic Program	15%
Title IC Migrant Program	15%
Title IIA Improving Teacher Quality	25%, reasonable and necessary
Title III English Language Acquisition	reasonable and necessary
Title VI-B Rural and Low Income	25%, reasonable and necessary

Carryover Waiver



If your balance exceeds the maximum allowable, you may file a waiver.

- An LEA may, once every three years, waive the 15% carryover limitation if the SDE determines that the request of an LEA is reasonable and necessary.
- In the Comments section of the Consolidated Federal and State Grants Application, put:
 - ✓ WHY you have the excess carryover.
 - ✓ How you plan to expend the funds in the coming year, so you don't have excess in the future.

Title I-A Set Asides



- Set Asides:

Less Set-Asides

	Title I-A	
Homeless	\$900	Based on Need; however the minimum set-aside must be at least ¼ of 1% of the allocation; All LEAs
Neglected ()	\$0	
Parent and Family Engagement	\$400	Allocation >= \$500,000 requires 1% Set-Asides. 90% of that amount must go to schools. Optional set aside-if allocation is less than \$500,000.
Teacher Incentives - Optional	\$500	Up to 5% to provide incentives & rewards to teachers to work in Title I schools identified for improvement.
Administrative Costs	\$1,500	Up to 10% of allocation. Additional information will be required if total administration exceeds 10%. Must be budgeted in the Title I-A Budget tab, 100 Salaries and 200 Benefits section.
Equitable Services for Private Schools	\$0	Amount set aside to provide Equitable Services to eligible private school children. This amount is calculated and automatically transferred here and to the budget from the Equitable Services page. (Required under ESSA, Sec.1117(a) (4) (A)(i))
Indirect Costs	\$800	Must be budgeted in the Title I-A Budget tab.
Other Activities Description: test	\$1,000	I.e. summer school, professional development, extended day program, early childhood education, transportation for students in foster care.
Total Amount of Set-Asides	\$5,100	

Title I-A Allocations and Set Asides



- Allocations and Set Aside tab:
Total amount available to schools must match total amount allocated to schools.

Amount Available to Schools

Title I-A	
\$44,170	Total amount allocated to schools on Allocation to Schools tab must agree with this amount.

Print Preview Save



Don't forget to save!

Title I-A Allocation to Schools info



- Allocation to Schools tab:

Select School Eligibility & Program Type. Determine your PPA for each school served.

Allocation & Set Asides
Allocation to Schools
Title I-A Budget
Action Plan
Certification

Title I-A Improving Basic Programs for fiscal 2018-2019

Best viewed in 1280 X 1024 resolution.

Section B1: Public Schools

School Title I-A eligibility: School poverty rate is equal to or greater than the Local Education Agency (LEA) poverty average or 35%.

Must Rank First and Serve Above 75% poverty

- Strictly by poverty rate
- Without regard to grade span
- May include high schools 50% or above poverty.

Then Rank and Serve At or below 75% poverty

- May rank by grade span
- Exception-enrollment < 1,000

School	# Low Income Students / # Children in Attendance Area	School Eligibility / Type of Program	Total PPA	Allocation	Total School Allocation
Name: HORSESHOE BEND ELEMENTARY (0256) Grades: PK,KG,1,2,3,4,5,EC	Low Income Students: 51 Children in Attendance Area: 91 % Low Income:	School Eligibility: Eligible Program Type: Schoolwide	\$0	Suggested: \$22,755 Actual: \$0	\$0
Name: HORSESHOE BEND MIDDLE-SR HIGH (0278) Grades: 6,7,8,9,10,11,12	Low Income Students: 48 Children in Attendance Area: 133 % Low Income:	School Eligibility: Eligible Program Type: Schoolwide	\$0	Suggested: \$21,415 Actual: \$0	\$0
Totals:	Low Income Students: 99 Children in Attendance Area: 224 % Low Income: 44.20 %		\$0		\$0

Print Preview
Save
Beta
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B

Allocation to Schools Tab - Eligibility



Eligibility

Poverty percentage is either above 35% or above the LEA's average.

Exceptions for the “below 35%” schools

Grandfather provision: A school may be served during the 18-19 if it was eligible last year.

125% rule: Must serve all eligible schools at 125% first. Then allocate the remainder to the “below 35%” schools.

Feeder Pattern: May use the average from elementary schools that feed into a high school if that school did not collect enough free & reduced lunch forms to make it to 35%.

Example – Ranking per grade span



Above 75% : By poverty, regardless of grade span ~Mandatory~	LI %	PPA
Lincoln Elementary School K-5	90.00%	\$700
Jackson High School 9-12	89.00%	\$690
Grant Middle School 6-8	75.01%	\$650
Above 50%: High Schools Only (new) ~Optional~		PPA
Middleton High School 9-12	55.00%	\$600
River High School 9-12	50.01%	\$550
Other Schools ~Per Grade Span~		PPA
Green Tree Middle School 6-8	73.00%	\$500
Apple Tree Middle School 6-8	50.00%	\$490
Jefferson Elementary K-5	69.00%	\$550
Adams High School 9-12	50.00%	\$400
Washington High School 9-12	49.00%	\$300

- *Mandatory*
- *Regardless of grade span*
- *Highest PPA –more per pupil*
- *No school from the “below 75%” group should receive more than \$650 per pupil*

May serve a HS with lower poverty before ES with higher poverty!

Per grade span 6-8

Per grade span 9-12

Example –ranking across the LEA regardless of grade span



Above 75% : By poverty, regardless of grade span	LI %	PPA
Lincoln Elementary School K-5	90.00%	\$700
Jackson High School 9-12	89.00%	\$690
Grant Middle School 6-8	75.01%	\$650
All Other Schools 75% or below		PPA
Green Tree Middle School 6-8	73.00%	\$640
Jefferson Elementary K-5	69.00%	\$640
Middleton High School 9-12	55.00%	\$550
River High School	50.01%	\$400
Apple Tree Middle School	50.00%	\$350
Adams High School 9-12	50.00%	\$350
Washington High School 9-12	49.00%	\$300

- *Mandatory*
- *Regardless of grade span*
- *Highest PPA –more per pupil*
- *No school from the “below 75%” group should receive more than \$650 per pupil*

- *Across the LEA regardless of grade span*



Ranking Order Exception

- Enrollment < 1,000
- LEAs with one school per grade span

Title I-A Allocation to Schools total



- Allocation to Schools tab:

Allocation to Schools must match total amount available to schools on the Allocation & Set Asides tab.

Allocation & Set Asides

Allocation to Schools

Title I-A Budget

Action Plan

Certification

Title I-A Improving Basic Programs for fiscal 2018-2019

Best viewed in 1280 X 1024 resolution.

Section B1: Public Schools

School Title I-A eligibility: School poverty rate is equal to or greater than the Local Education Agency (LEA) poverty average or 35%.

Must Rank First and Serve Above 75% poverty

- Strictly by poverty rate
- Without regard to grade span
- May include high schools 50% or above poverty.

Then Rank and Serve At or below 75% poverty

- May rank by grade span
- Exception-enrollment < 1,000

School	# Low Income Students / # Children in Attendance Area	School Eligibility / Type of Program	Total PPA	Allocation	Total School Allocation
Name: HORSESHOE BEND ELEMENTARY (0256) Grades: PK,KG,1,2,3,4,5,EC	Low Income Students: 51 Children in Attendance Area: 91 % Low Income:	School Eligibility: Eligible Program Type: Schoolwide	\$0	Suggested: \$22,755 Actual: \$0	\$0
Name: HORSESHOE BEND MIDDLE-SR HIGH (0278) Grades: 6,7,8,9,10,11,12	Low Income Students: 48 Children in Attendance Area: 133 % Low Income:	School Eligibility: Eligible Program Type: Schoolwide	\$0	Suggested: \$21,415 Actual: \$0	\$0
Totals:	Low Income Students: 99 Children in Attendance Area: 224 % Low Income: 44.20 %		\$0		\$0

Print Preview

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Beta

Beta

Beta

B

Title I-A Budget



- Title I-A Budget tab:

Total budget must equal the Total Allocation

Allocation & Set Asides	Allocation to Schools	Title I-A Budget	Action Plan	Certification
Title I-A Improving Basic Programs for fiscal 2018-2019				
<i>Best viewed in 1280 X 1024 resolution.</i>				
Allocation for 2018-2019		\$44,170		
Carry-over From Previous Year		\$0		
Re-allocation from 2017-2018		\$0		
Total Allocation		\$44,170		

Title I-A 100-500

- Title I-A Budget tab
 - Salaries (List # of FTEs for each school.)
 - Employee Benefits
 - Purchased Services (non travel)
 - Travel Expenses
 - Supplies and Materials
 - Capital Objects

Obj. Code	Description	Regular Term	Summer Term
100	Salaries <i>Include Administrative Costs from Allocation & Self-Asides tab</i>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>
200	Employee Benefits <i>Include Administrative Costs from Allocation & Self-Asides tab</i>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>
300	Purchased Services (non travel)	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>
380	Travel Expense	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>
400	Supplies and Materials	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>
500	Capital Objects	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>



Title I-A Budget Set-Asides



- Title I-A Budget tab
 - Equitable Services for Private Schools
 - Homeless Set-Aside
 - Parent Involvement Set-Aside
 - Indirect Cost Rate: %

These items should match amounts on Allocation and Set-Asides tab.

Add descriptions for any applicable items.

	Equitable Services for Private Schools	Amount: \$0 Description:	Amount: \$0 Description:
	Homeless Set-Aside	Amount: \$900 Description:	Amount: \$0 Description:
	Parent and Family Engagement Set-Aside	Amount: \$400 Description:	Amount: \$0 Description:
800	Indirect Cost Rate: %	Amount: \$0 Description:	Amount: \$0 Description:
Totals		\$1,300	\$0

Transferability



LEA may transfer funds

FROM

- Title II-A Supporting Effective Instruction
- Title IV-A Student Support and Academic Enrichment

TO

- Title I-A Improving Basic Programs
- Title I-C Education of Migratory Children
- Title I-D Neglected and Delinquent
- Title III-A English Language Acquisition
- Title V-B Rural Education Program

Transferability Example



Transferability is conceptual. An LEA may simply use its Title IV-A allocation on allowable Title I-A activities.

Example: An LEA is transferring \$10,000 from IV-A to I-A. Both: Title I-A and Title IV-A allocations ***remain the same*** because the LEA may not mix two different grants together.

<i>Before</i> the Transferability	Title IV-A	Title I-A
CFSGA	\$10,000 budget	\$135,000 budget
GRA	\$10,000 under IV-A	\$135,000 under I-A
LEA's IFARMS code	261	251
<i>After</i> the Transferability	Title IV-A	Title I-A
CFSGA	\$10,000 budget	\$135,000 budget
GRA	\$10,000 under IV-A	\$135,000 under I-A
LEA's IFARMS code	261	251

Transferability – Step 1



STEP 1: Go to the Title IV-A Funding Transferability link and fill out the table (FROM and TO). Save.

- Equitable Services
- Fiscal Self Assessment
- Title I-A Improving Basic Programs
 - Consolidated Schoolwide Budgets
- Title I-C Education of Migratory Children
- Title II-A Supporting Effective Instruction
- English Learner Program
- Title III-A English Language Acquisition
- Title III-A Immigrant Education Program
- Title IV-A Student Support and Academic Enrichment
- Title V-A Funding Transferability
- Title V-B Rural Education Program
- Budget Summaries
- IDCI Contacts
- Comments
 - Submit/Assurance
 - SDE Comments
 - Publish Comments

The purpose of Title V-A is to allow Local Education Agencies (LEAs) the flexibility to target Federal funds to the programs and activities that most effectively address the unique needs of the localities. (5102)

Program	Total amount of funds transferred FROM eligible program
Title II-A Supporting Effective Instruction	\$0
Title IV-A Student Support and Academic Enrichment	\$10,000

Program	Total amount of funds transferred TO eligible program
Title I-A Improving Basic Programs	\$10,000
Title I-C Education of Migratory Children	\$0
Title I-D Neglected and Delinquent	\$0
Title III-A English Language Acquisition	\$0
Title V-B Rural Education Program	\$0

Comments:
transferring \$10,000 from IV-A to I-A for professional development

Transferability – Steps 2 and 3



STEP 2: Go to the Title IV-A link and enter the same comment for all questions that require responses: *“transferring \$10,000 from IV-A to I-A”*.

STEP 3: Go to the Title IV-A budget (not I-A) and fill out the budget tab accordingly.

Title IV-A Student Support and Academic Enrichment for fiscal 2018-2019

Program Information	Consortium Application	Program Activities	Evaluation	Budget	Certification	Validation Issues
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Print Preview Save

Allocations		
Allocation for 2018-2019	<input type="text" value="\$10,000"/>	
Carry-over From Previous Year as of 9/30/2018	<input type="text" value="\$0"/>	Reasonable and necessary – up to 25% of 2017-2018 allocation.
Re-allocation from 2017-2018	<input type="text" value="\$0"/>	
Total Allocation	<input type="text" value="\$10,000"/>	Total available for 2018-2019 Title IV-A program.

Budget		
Description	2018-2019	Instructions
Personnel Salaries	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>	List position title/s and FTE percentage dedicated to Title IV-A
Fringe Benefits	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>	List position title/s and percentage dedicated to Title IV-A
Professional Development	Amount: <input type="text" value="\$10,000"/> Description: <input type="text" value="Transferring \$10,000 from IV-A to I-A for professional development"/>	List conferences / trainings and costs

Transferability – Q & A #1



Most Common Transferability Questions

Question: I have transferred \$10,000 from the Title IV-A into Title I-A but my Title I-A allocation was not increased; how do I budget extra \$10,000?

Answer: Your Title I-A allocation will not increase because the transferability is conceptual. Please fill out the Title IV-A budget tab. This is how we know about your plan.

Transferability – Q & A #2



Most Common Transferability Questions

Question: If I can't merge both grants into one grant, how do I set it up at the LEA level?

Answer: There are no specific requirements on how to set it up as long as the LEA tracks both grants separate from each other.

It appears that the most effective approach is to code all expenditures to the Title IV-A (261) grant first until it is exhausted and then switch to the Title I-A (code 251).

- GRA: draw down your Title IV-A allocation first and then shift to I-A.

Transferability – Q & A #3



Most Common Transferability Questions

Question: How does the transferability affect the Grant Reimbursement Application (GRA)?

Answer: The transferability does not affect the GRA. There will be two separate allocations: Title IV-A and Title I-A. Draw down your Title IV-A allocation first and then switch to the Title I-A.

Title V-A

•Title V-A Funding Transferability

Complete this section
only if you are using
Funding Transferability.
Include comments.

Links
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SDE Contacts
Reports
Guidance, Instructions & Program Descriptions
CFSGA Workshops and Videos
2018-2019
Change Year
Prior year (new window)
HORSESHOE BEND SCHOOL DISTRICT (073)
(read only) Status: Not Submitted
Title I-A Improving Basic Programs
Consolidated Schoolwide Budgets
Title I-C Education of Migratory Children
Title II-A Supporting Effective Instruction
English Learner Program
Title III-A English Language Acquisition
Title III-A Immigrant Education Program
Title IV-A Student Support and Academic Enrichment
Title V-A Funding Transferability

Title V-A Funding Transferability (Sec. 5103) for fiscal 2018-2019

HORSESHOE BEND SCHOOL DISTRICT (073)

Print Preview

The purpose of Title V-A is to allow Local Education Agencies (LEAs) the flexibility to target Federal funds to the programs and activities that most effectively address the unique needs of the localities. (5102)

Program	Total amount of funds transferred FROM eligible program
Title II-A Supporting Effective Instruction	<input type="text" value="\$0"/>
Title IV-A Student Support and Academic Enrichment	<input type="text" value="\$0"/>

Program	Total amount of funds transferred TO eligible program
Title I-A Improving Basic Programs	<input type="text" value="\$0"/>
Title I-C Education of Migratory Children	<input type="text" value="\$0"/>
Title I-D Neglected and Delinquent	<input type="text" value="\$0"/>
Title III-A English Language Acquisition	<input type="text" value="\$0"/>
Title V-B Rural Education Program	<input type="text" value="\$0"/>

Comments:



Consolidated Schoolwide Budget



- Consolidated Schoolwide Budget

Links

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- SDE Contacts
- Reports
- Guidance, Instructions & Program Descriptions
- CFSGA Workshops and Videos

2017-2018

- Change Year
- Prior year (new window)

PLUMMER-WORLEY JOINT DISTRICT (044)

Status: Submitted

- Equitable Services
- Fiscal Self Assessment

Title I-A Improving Basic Programs

Consolidated Schoolwide Budgets



Consolidated Schoolwide Budgets

[Print Preview](#)

School
LAKESIDE ELEMENTARY SCHOOL (0752)
LAKESIDE HIGH SCHOOL (0030)
LAKESIDE JR HIGH SCHOOL (0128)

Consolidated Schoolwide Budget Funds



- Consolidated Schoolwide Budget
 - If Consolidated Schoolwide, complete budget for each participating school.

Program Contributing Funds		
General Fund		<input type="text"/>
Title I-A Allocation		<input type="text"/>
Title II-A Allocation (optional)		<input type="text"/>
Total Consolidated Schoolwide Budget		<input type="text"/>
Object Code	Description	Regu B
100	Salaries	<input type="text"/>
200	Employee Benefits	<input type="text"/>
300	Purchased Services (non travel)	<input type="text"/>
380	Travel Expense	<input type="text"/>
400	Supplies & Materials	<input type="text"/>
500	Capital Objects	<input type="text"/>
Totals	(Totals must match Total Consolidated Schoolwide Budget amount listed above)	<input type="text"/>
Total Amount Budgeted (Regular Term and Summer Term sum)		
Consolidated Budgeted Balance		

Schoolwide Programs



- Title I-A Action Plan tab
 - Schoolwide Programs

Mark NA if the LEA does not have any SWP.

Explain any strategies marked No.

Allocation & Set Asides	Allocation to Schools	Title I-A Budget	Action Plan	Certification
Title I-A Improving Basic Programs for fiscal 2018-2019				
<i>Best viewed in 1280 X 1024 resolution.</i>				
Schoolwide Program (ESSA Section 1114) <input type="checkbox"/> mark NA if the LEA does not have any Schoolwide Programs				
Yes	No	Strategy		
<input type="radio"/>	<input checked="" type="radio"/>	Strategies are implemented to provide opportunities for all children to meet academic standards, with a particular focus to subgroups of students, including economically disadvantaged, major racial and ethnic groups, students with disabilities, and English Learners.		
<input type="radio"/>	<input checked="" type="radio"/>	The Schoolwide Program uses methods and instructional strategies to strengthen the academic program, increase the quality and amount of learning time, help provide an enriched and accelerated curriculum, which may include programs, activities, and courses for a well-rounded education.		
<input type="radio"/>	<input checked="" type="radio"/>	The Schoolwide Program addresses the needs of all the children in the school, but particularly those at risk of not meeting the academic standards through allowable activities.		
<input type="radio"/>	<input checked="" type="radio"/>	All schoolwide programs have developed and submitted a Schoolwide Improvement Plan (SWIP) or amended a plan.		
<input type="radio"/>	<input checked="" type="radio"/>	All schoolwide programs regularly evaluate the effectiveness of the program in increasing student achievement through the SWIP app or other schoolwide plan review process.		
Explain any strategies marked No				
<div></div>				

Targeted Assistance Schools



- Title I-A Action Plan tab-
 - Targeted Assistance Schools

Mark NA if the LEA does not have any TAS.
Explain any strategies marked No.

Targeted Assistance Schools		
Targeted Assistance Schools (ESSA Section 1115)		
<input type="checkbox"/> mark NA if the LEA does not have any Targeted Assistance Schools		
Yes	No	Strategy
<input type="radio"/>	<input checked="" type="radio"/>	Children in a Targeted Assistance School Program are identified and ranked using multiple educationally related objective criteria. (Certain groups of children are automatically eligible for Title I services, including children participating in Head Start or Title I Preschool service within the past two years; children attending a community day program or living in a state or local institution for neglected or delinquent; children served in the previous two years under the Migrant Education Program; children who are homeless. Selection for services is based on low achievement.)
<input type="radio"/>	<input checked="" type="radio"/>	The participating schools assist participating children meet the challenging state academic standards.
<input type="radio"/>	<input checked="" type="radio"/>	The participating schools use methods and instructional strategies to strengthen the academic program of the school.
<input type="radio"/>	<input checked="" type="radio"/>	Professional development is provided for teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel and other school personnel who work with eligible children in the Title I program or in the regular education program.
<input type="radio"/>	<input checked="" type="radio"/>	Participating schools implement strategies to increase the involvement of parents of eligible children.
<input type="radio"/>	<input checked="" type="radio"/>	Participating schools coordinate and integrate with federal, state, and local services and programs, including programs supported under ESSA, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and Comprehensive or Targeted Support and Improvement activities as appropriate and/or applicable.
<input type="radio"/>	<input checked="" type="radio"/>	Participating schools provide an accelerated, high-quality curriculum.
<input type="radio"/>	<input checked="" type="radio"/>	Participating schools minimize the removal of children from the regular classroom during regular school hours for Title I instruction.
<input type="radio"/>	<input checked="" type="radio"/>	Participating schools will review the progress of eligible children and revise the program, if necessary, to provide additional assistance to enable children to meet the challenging academic standards.
Explain any strategies marked No		
<div></div>		

Equitable Services



- Title I-A Action Plan tab
 - Equitable Services to Private Schools

Mark NA if the LEA does not have any Private Schools in the area.

Explain any strategies marked No.

Equitable Services to Private Schools		
<input type="checkbox"/> mark NA if the LEA does not have any Private Schools		
Yes	No	Strategy
<input type="radio"/>	<input checked="" type="radio"/>	The LEA has consulted with private school official(s) about the Intent to Participate (Intent to Participate Form has been sent to SDE)
<input type="radio"/>	<input checked="" type="radio"/>	Allocation of funds for equitable services is part of the consultation process and allocations are based on the proportionate share.
<input type="radio"/>	<input checked="" type="radio"/>	A needs assessment is conducted for each private school to determine the private school's program design
<input type="radio"/>	<input checked="" type="radio"/>	Parental involvement activities are discussed with private school officials as part of the consultation process
<input type="radio"/>	<input checked="" type="radio"/>	Professional development activities are planned
<input type="radio"/>	<input checked="" type="radio"/>	A program assessment is designed to assess the progress of the program
<input type="radio"/>	<input checked="" type="radio"/>	The Affirmation of Consultation Form has been sent to SDE
Explain any strategies marked No		
<div></div>		

Homeless Ed



• Title I-A Action Plan tab

• Homeless Education

Explain any
strategies
marked No.

Homeless Education		
Yes	No	Strategy
<input type="radio"/>	<input checked="" type="radio"/>	The Homeless set-aside is based on a needs assessment to identify and serve children and youth who are homeless in the LEA. Minimum set-aside is ¼ of 1%.
<input type="radio"/>	<input checked="" type="radio"/>	A Homeless liaison has been appointed at the LEA level and has sufficient capacity and knowledge to perform required duties as outlined in ESSA.
<input type="radio"/>	<input checked="" type="radio"/>	The LEA Homeless education policy has been adopted by the governing board and reviewed annually to include all required components, including removing barriers for students experiencing homelessness.
<input type="radio"/>	<input checked="" type="radio"/>	Two processes are in place to identify homeless school-age children - one at the time of enrollment and one during the school year.
<input type="radio"/>	<input checked="" type="radio"/>	All school level, nutritional, custodial, and transportation staff are trained on the requirements of Title IX, Homeless Education.
<input type="radio"/>	<input checked="" type="radio"/>	Identified and eligible students are automatically eligible to receive Title I services regardless of their attendance in a Title I served building.
<input type="radio"/>	<input checked="" type="radio"/>	The LEA has a multi-tier homeless education dispute resolution process in place. The process is aligned with the State Homeless Education dispute resolution process.
<input type="radio"/>	<input checked="" type="radio"/>	The LEA provides homeless families, children and youth a full and equal opportunity to succeed and to receive the educational and transportation services for which they are eligible. The LEA will provide notice to parents and the public in general of the educational rights and opportunities of homeless children.
<input type="radio"/>	<input checked="" type="radio"/>	Title I set-aside funds may be used for services not usually available to other Title I children including personal and school supplies, tutoring, school fees and other educational costs, clothing costs in order to meet dress code, support services, and transportation to and from the student's school of origin.
<input type="radio"/>	<input checked="" type="radio"/>	The LEA has clear procedures in place to ensure that homeless students receive assistance to advise them of their rights, help them meet the standards necessary for high school graduation, and prepare them with the skills necessary to succeed beyond high school. This includes unaccompanied homeless youths being informed of their right to file as independent on the FASFA.
<input type="radio"/>	<input checked="" type="radio"/>	The LEA has clear procedures in place to ensure that homeless students receive appropriate credit for full or partial coursework satisfactorily completed while attending a prior school or when transferring to a new school.
Explain any strategies marked No		
<input type="text"/>		

Parent & Family Engagement/Rights



- Title I-A Action Plan tab
 - Parent and Family Engagement Activities
 - Parents Right-to-Know
- Explain any strategies marked No.

Parent and Family Engagement Activities		
Yes	No	Strategy
<input type="radio"/>	<input checked="" type="radio"/>	The Local Education Agency (LEA) has adopted a Family Engagement Policy. The policy must describe how the Local Education Agency (LEA) will: Develop a Title I-A plan, Build capacity to improve academic achievement, Coordinate with other programs, Annually evaluate policy, Include evidence-based strategies.
<input type="radio"/>	<input checked="" type="radio"/>	Each school has adopted a Family Engagement Policy and distributed it to parents. The policy must describe how the school will: Develop and implement a Title I-A plan, Build capacity to improve academic achievement, Coordinate with other programs, Annually review and evaluate policy with parent input, Include evidence-based strategies.
<input type="radio"/>	<input checked="" type="radio"/>	Schoolwide and Targeted Assistance Programs have a school-parent compact with the following minimum required elements: Parent-teacher conferences (at least annually), Frequent reports to parents on their child's progress, Reasonable access to staff, Opportunities to volunteer and participate in their child's education.
<input type="radio"/>	<input checked="" type="radio"/>	An annual meeting is conducted to explain Title I and the right of parents to be involved.
<input type="radio"/>	<input checked="" type="radio"/>	If the Local Education Agency (LEA) has set aside Parent and Family Engagement funds, 90% of these funds are distributed to participating schools.
Explain any strategies marked No		
<input type="text"/>		

Parents Right-to-Know Requirements		
Yes	No	Strategy
<input type="radio"/>	<input checked="" type="radio"/>	At the start of each school year, the Local Education Agency (LEA) notifies parents in all participating schools that they may request information regarding the professional qualifications of student's classroom teachers and paraprofessionals.
Explain any strategies marked No		
<input type="text"/>		

Other Set-Asides, Teacher Incentive



- Title I-A Action Plan tab
 - Other Set Asides
 - Teacher Incentive Set-Asides

Briefly describe any Set-Asides marked Yes.

Mark NA if the LEA has none of the listed Set-Asides.

Other Set-Asides		
<input type="checkbox"/> mark NA if the LEA does not have any Other Set-Asides identified on the Allocation & Set-Asides tab, Other Activities section		
Yes	No	Strategy
<input type="radio"/>	<input checked="" type="radio"/>	Summer School
<input type="radio"/>	<input checked="" type="radio"/>	Extended Day
<input type="radio"/>	<input checked="" type="radio"/>	Extended Year
<input type="radio"/>	<input checked="" type="radio"/>	Instructional Coach
<input type="radio"/>	<input checked="" type="radio"/>	Additional Professional Development or professional development for teachers and paraprofessionals and/or private schools
<input type="radio"/>	<input checked="" type="radio"/>	Other
Briefly describe any Activity marked Yes above		
<input type="text"/>		
Teacher Incentive Set-Asides (Optional)		
Up to 5% to provide incentives & rewards to teachers to work in Title I schools identified for improvement.		
<input type="checkbox"/> mark NA if the LEA has not set-aside any funds for Teacher Incentive on the Budget Page		
Briefly describe how the teacher incentive set-aside funds are being used		
<input type="text"/>		

Foster Care



- Title I-A Action Plan tab
 - Foster Care

Explain any strategies marked No.

Foster Care		
Yes	No	Strategy
<input type="radio"/>	<input checked="" type="radio"/>	Designate staff personnel to be the Foster Care Liaison to work collaboratively with Idaho Health & Welfare representatives in making the best interest determination for a foster care student.
<input type="radio"/>	<input checked="" type="radio"/>	Provide educational stability for students in foster care by keeping these students in their schools of origin, unless it is collaboratively determined to be in their best interest to change schools.
<input type="radio"/>	<input checked="" type="radio"/>	Each foster care student is individually assessed on a case by case basis through a structured decision making process that includes the Local Education Agency (LEA) Foster Care Liaison, Idaho Health & Welfare Social Worker, pertinent school personnel, foster parent/guardian, and the student.
<input type="radio"/>	<input checked="" type="radio"/>	Collaborate with Idaho Health & Welfare to ensure that transportation for students in foster care is provided, arranged, and funded.
<input type="radio"/>	<input checked="" type="radio"/>	Ensure that a student in foster care is immediately enrolled in his or her new school even if the student does not have the required documentation. The enrolling school must contact the student's prior school for relevant records.
<input type="radio"/>	<input checked="" type="radio"/>	Manage transportation and certify that student in foster care remains in his or her school of origin while disputes are being resolved.
Explain any strategies marked No		
<div></div>		

Additional Plan Provisions



- Title I-A Action Plan tab
 - Additional Plan Provisions

Explain any strategies marked No.

Additional Plan Provisions		
Required for all Schoolwide and Targeted Assistance schools, ESSA Sec 1112 (b)		
Yes	No	Strategy
<input type="radio"/>	<input checked="" type="radio"/>	The LEA monitors students' progress in meeting the state standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students, identifies students who may be at risk for academic failure, provides additional educational assistance to individual students which the LEA/school determine need help in meeting the state standards, and identifies and implements instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.
<input type="radio"/>	<input checked="" type="radio"/>	The LEA will identify and address any disparities that result in low-income students or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.
<input type="radio"/>	<input checked="" type="radio"/>	LEAs with Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) schools have completed the Schoolwide Improvement Plan (SWIP) application.
<input type="radio"/>	<input checked="" type="radio"/>	The LEA will support, coordinate and integrate services with early childhood education programs at the LEA/school, including plans for the transition of participants into elementary school.
<input type="radio"/>	<input checked="" type="radio"/>	The LEA will implement strategies to facilitate effective transitions for students from middle grades to high school, and from high school to postsecondary education, including through coordination with institutions of higher education, employers, and other local partners; and through increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.
<input type="radio"/>	<input checked="" type="radio"/>	The LEA has identified how it will support efforts to reduce the overuse of discipline practices that remove students from the classroom.
<input type="radio"/>	<input checked="" type="radio"/>	The LEA has identified how it will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies.
<input type="radio"/>	<input checked="" type="radio"/>	All teachers and paraprofessionals working in a program supported with Title I, Part A funds meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification ESSA 1111,(g)(2) (J).
Explain any strategies marked No		
<div></div>		

Accessing the Schoolwide Improvement Plan



On the SDE homepage, www.sde.idaho.gov, click on the ISEE button toward the bottom of the page.



Accessing the SWIP



Click on the ISEE Portal button.

A screenshot of the Idaho State Department of Education website. The header includes the IDAHO logo and navigation links for Menu, Search, and Language. The breadcrumb trail reads: Home / Departments / Technology Services / Idaho System for Educational Excellence (ISEE). The main heading is "Idaho System for Educational Excellence (ISEE)". Below this, a paragraph explains that the ISEE is a K-12 Longitudinal Data System. A large red arrow points to a blue button labeled "Idaho System for Educational Excellence (ISEE) Portal". Below the button are three highlight boxes: "INSTRUCTIONAL MANAGEMENT SYSTEM", "GETTING STARTED WITH ISEE", and "DATA MONTHLY SUBMISSION SCHEDULES". The right sidebar contains sections for "Technology Services" (listing ISEE, Broadband Program, High School Wireless Project, and E-Rate), "Archives", "Events", "Contact Details" (Support Desk: (208) 332-6987, support@ide.idaho.gov), and "Staff". The footer includes tabs for Files, FAQs, Training, and Links, with "Resource Files" listed under Files.

Accessing the SWIP part 2



Select your district and sign in.



Welcome to the Idaho State Department of Education Log On Screen

Please select your appropriate Organization from the drop down list, per the instructions below.

- Students – select the “Student” option
- Employees of the State Dept. of Education – select “SDE”
- District users – select your respective District name
- If your District name is not present – select “Other”
- All other users (including non-District) – select “Other”

-- Select Organization -- ▾

Continue to Sign In



[State Board of Education](#) · [Employee Resources](#) · [State of Idaho](#) · [Privacy Policy](#) · [Contact Us](#)

650 West State Street, PO Box 83720 Boise, Idaho 83720-0027
Toll Free: (800) 432-4601 Local: (208) 332-6600 Fax: (208) 334-2226

Accessing the SWIP part 3



Enter user name and password, then click sign in.

A screenshot of the login page for the Idaho State Department of Education. The header features the department's logo and the word "IDAHO" in large letters, with "STATE DEPARTMENT OF EDUCATION" below it. The background of the header is a scenic image of mountains. Below the header, the text "Log On" is followed by a horizontal line and the instruction "Please enter your username and password." The login form is titled "Account Information" and contains two input fields: "User name:" and "Password:". A red arrow points to the "Sign In" button, which is located below the password field. Below the button, there is a section titled "By entering your user name and password you represent that:" followed by a bulleted list of three items: "You are an authorized user", "You have a legitimate educational interest for receiving the disclosure of information through access to Idaho State Department of Education information applications for which you are an authorized user", and "You are responsible for ensuring that any re-disclosures of information by you complies with all applicable state and federal statutes and regulations". Below the list, a paragraph states: "Applicable state and federal penalties may be imposed for the failure to act in a manner in accordance with the conditions above. The sharing of user account names and/or passwords to others is specifically prohibited and will result in the termination of your access to SDE applications as well as legal penalties if applicable." At the bottom of the page, there is a footer with links for "State Board of Education", "Employee Resources", "State of Idaho", "Privacy Policy", and "Contact Us". Below the links, the address "650 West State Street, PO Box 63720 Boise, Idaho 83720-0027" is listed, along with phone numbers: "Toll Free: (800) 432-4601 Local: (208) 332-6800 Fax: (208) 334-2228".

Log On

Please enter your username and password.

Account Information

User name:

Password:

By entering your user name and password you represent that:

- You are an authorized user
- You have a legitimate educational interest for receiving the disclosure of information through access to Idaho State Department of Education information applications for which you are an authorized user
- You are responsible for ensuring that any re-disclosures of information by you complies with all applicable state and federal statutes and regulations

Applicable state and federal penalties may be imposed for the failure to act in a manner in accordance with the conditions above. The sharing of user account names and/or passwords to others is specifically prohibited and will result in the termination of your access to SDE applications as well as legal penalties if applicable.

State Board of Education Employee Resources State of Idaho Privacy Policy Contact Us

650 West State Street, PO Box 63720 Boise, Idaho 83720-0027
Toll Free: (800) 432-4601 Local: (208) 332-6800 Fax: (208) 334-2228

Accessing the SWIP part 4



Click on SWIP Portal button.

 **IDAHO**
STATE DEPARTMENT OF EDUCATION

Home / Applications

Logged in As:

APR »

The Annual Performance Report (APR) application is used by LEAs with Title I-A allocations to review Student Enrollment Summary and submit Assurance Plans.

CFSGA »

The Consolidated Federal and State Grant Application (CFSGA) is completed by LEAs to receive federal funds for Title: I-A, I-C, I-D, II-A, III-A, State English Learner Program IV-A, V-A and V-B.

CLDS »

The Career Ladder Data Submission (CLDS) application provides the ability for LEAs to submit and certify career ladder data such as staff evaluation results.

Graduation Rate »

The Cohort Graduation Appeals application finalizes cohort graduation by submitting appeals and documentation.

Homeless SubGrant »

The McKinney-Vento competitive subgrant application is used for completing and submitting subgrant applications to the state.

IDCI »

The Idaho District Contact Information (IDCI) application is used to define role-based staff contact information for Idaho public schools.

Neglected or Delinquent »

The Neglected or Delinquent application is used to evaluate the effectiveness and monitor annual performance of Neglected or Delinquent programs.

Report Card »

The Report Card application provides authorized access to unredacted state accountability information.

SWIP »

The Schoolwide Improvement Plan application is the application for schools in an LEA to submit Schoolwide Plans and School Improvement Plans, and to apply for School Improvement funds.



Schoolwide Improvement Plan (SWIP)



Click on Select District link to choose your district.

DEPARTMENTS COMMUNICATIONS

The logo for the Idaho State Department of Education, featuring a circular seal with a sun, mountains, and a river, surrounded by the text "IDAHO" and "STATE DEPARTMENT OF EDUCATION".

Log Off tcarter@edu

Schoolwide/Improvement Plan Application

At A Glance Access and Help

Schoolwide/Improvement Plan Application

Welcome to the Schoolwide/Improvement Plan. This application has two purposes: School Improvement and Schoolwide Plans.

School Improvement

This is the LEA's application for the school improvement plan and school improvement funds. The application process includes completing a budget and a plan for the funds. Budgets and plans will be reviewed by the SDE. A notification letter will be sent to each LEA upon approval of the application. If there are any revisions required, these must be completed before a notification letter is issued and money can be accessed in the Grant Reimbursement Application (GRA).

Schoolwide Plans

Under ESSA, all currently approved Schoolwide Programs must develop a new schoolwide plan during the 2017-18 school year. This application can also be used for any schools moving from Targeted Assistance to Schoolwide. The Schoolwide Plan will remain in effect for the duration of the school's participation in a Title I-A Schoolwide Program.

Comments

A link to the Comments section is located in the LEA's left navigation menu. The comment section stores the LEA's and the SDE's communications concerning the plan. Our coordinators are willing to provide technical assistance at any time. For assistance with the School Improvement application, please contact the SDE School Improvement Coordinator at SWIPadministrators@sde.idaho.gov. For Assistance with the Schoolwide Plan, please contact the SDE Title I-A Coordinator at SWIPadministrators@sde.idaho.gov.

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Select District

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District Summary



Type in the name of your district, then click on your districts name.

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Schoolwide/Improvement Plan
Application

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Select District

Start typing the name of the District you wish to select.



SWIP part 2



Select whether or not your district has been identified as a Comprehensive Support and Improvement school.

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District - GRACE JOINT DISTRICT (148)

Program Information

Schools and Allocations

Print Preview

Save

This district has one or more schools that have been identified for Comprehensive Support and Improvement or STAT, Phase 1:

☐ Yes


☐ No

SWIP part 3



Select yes or no to the state sponsored activities questions then click save.

DEPARTMENTS COMMUNICATIONS



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District - GRACE JOINT DISTRICT (148)

Program Information

Schools and Allocations

Print Preview

Save


Warning: You have unsaved changes

This district has one or more schools that have been identified for Comprehensive Support and Improvement or STAT, Phase 1:

☒ Yes
☐ No

The State must have your LEA's permission to use Title I-A School Improvement set aside funds at the State level to provide State Sponsored activities to your LEA. Marking "yes" or "no" on the below questions does not affect your district's current School Improvement award.

Question	Yes	No
May use Federal Funds for State Sponsored activities	<input type="radio"/>	<input type="radio"/>
The LEA would like the Superintendent to participate in the Idaho Superintendent Network	<input type="radio"/>	<input type="radio"/>
The LEA would like to participate in the Idaho Building Capacity project	<input type="radio"/>	<input type="radio"/>



SWIP part 4



Click on Schools and Allocations tab. Then select your school.

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GRACE JOINT DISTRICT (148)

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Admin Actions

- Select District
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District - GRACE JOINT DISTRICT (148)

Program Information Schools and Allocations

Print Preview Save Warning: You have unsaved changes

District Allocation	\$0
District Reallocation	\$0
Total Allocation	\$0

School Name	Allocation Amount	Program Identification	In which of these State Sponsored Activities will the identified CSI school participate?
		Is this school been identified Comprehensive Support and Improvement?	<input type="radio"/> Yes <input type="radio"/> No
		Is this school applying for school improvement funds to help implement and support a Comprehensive support and improvement plan?	<input type="radio"/> Yes <input type="radio"/> No
		Is this school amending its NCLB Schoolwide plan to meet the requirements of the ESSA Schoolwide Plan?	<input type="radio"/> Yes <input type="radio"/> No
		Is this school transitioning from a Targeted Assistance Program to a Schoolwide Program?	<input type="radio"/> Yes <input type="radio"/> No

--Select School--
☐ Delete

Add School


Total \$0

SWIP part 5



Allocate funds from the district allocation to each school. Then answer questions regarding school improvement. Then select save.

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GRACE JOINT DISTRICT (148)

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District - GRACE JOINT DISTRICT (148)

Program Information Schools and Allocations Use of Funds Data Validation Issues

Print Preview Save Warning: You have unsaved changes

District Allocation	\$0
District Reallocation	\$0
Total Allocation	\$0

School Name	Allocation Amount	Program Identification	In which of these State Sponsored Activities will the identified CSI school participate?
GRACE ELEMENTARY SCHOOL (0463)	\$0	<div>Has this school been identified for Comprehensive Support and Improvement? <input checked="" type="radio"/> Yes <input type="radio"/> No</div> <div>Is this school applying for school improvement funds to help implement and support a Comprehensive support and improvement plan? <input checked="" type="radio"/> Yes <input type="radio"/> No</div> <div>Is this school amending its NCLB Schoolwide plan to meet the requirements of the ESSA Schoolwide Plan? <input type="radio"/> Yes <input checked="" type="radio"/> No</div> <div>Is this school transitioning from a Targeted Assistance Program to a Schoolwide Program? <input type="radio"/> Yes <input checked="" type="radio"/> No</div>	<div>Program Identification must be completed and saved prior to completing this section.</div>

Add School


Total \$0

SWIP part 6



Select the state sponsored activities that the CSI school would like to participate in and then select save.

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Application

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GRACE JOINT DISTRICT (148)

District
GRACE ELEMENTARY SCHOOL (0463)
Comments
SDE Comments
Publish Comments

Admin Actions
Select District
Manage Calendar
District Summary

District - GRACE JOINT DISTRICT (148)

Program Information Schools and Allocations Use of Funds Data Validation Issues

Print Preview Save

District Allocation	\$0
District Reallocation	\$0
Total Allocation	\$0

School Name	Allocation Amount	Program Identification	In which of these State Sponsored Activities will the identified CSI school participate?
GRACE ELEMENTARY SCHOOL (0463)	\$0	Has this school been identified for Comprehensive Support and Improvement or STAT, Phase 1?	<input checked="" type="radio"/> Yes <input type="radio"/> No
		Is this school applying for school improvement funds to help implement and support a Comprehensive Support and Improvement or STAT, Phase 1 plan?	<input checked="" type="radio"/> Yes <input type="radio"/> No
		Is this school amending its NCLB Schoolwide plan to meet the requirements of the ESSA Schoolwide Plan?	<input type="radio"/> Yes <input checked="" type="radio"/> No
		Is this school transitioning from a Targeted Assistance Program to a Schoolwide Program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
<input type="checkbox"/> Delete			
<input type="button" value="Add School"/>	\$0		
Total	\$0		

☐ Idaho Principals Network
☐ Idaho Building Capacity project
☐ Northwest Rural Innovation and Student Engagement Project (NW RISE)
☐ Family and Community Engagement Program (FACE)
☐ Response to Intervention Services (RTI)
☐ Technical Assistance Support
☐ Professional Development

SWIP part 7



Select the Use of Funds tab. Then answer district questions 1-4. Then click save.

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Schoolwide/Improvement Plan Application

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GRACE JOINT DISTRICT (148)

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GRACE ELEMENTARY SCHOOL (0463)
Comments
SDE Comments
Publish Comments

Admin Actions
Select District
Manage Calendar
District Summary

District - GRACE JOINT DISTRICT (148)

Program Information Schools and Allocations Use of Funds

Print Preview Save

1. Describe the LEA's plan to monitor schools that receive school improvement funds.

2. Describe the rigorous review process the LEA will use to recruit, screen, select, and evaluate any external partners with which the LEA will partner in carrying out activities supported with school improvement funds.

3. Describe how the LEA will align other Federal, State, and local resources to carry out the activities supported with school improvement funds and sustain effective activities in schools after funding is complete.

4. Describe how the LEA will modify practices and policies to provide operational flexibility, including with respect to school budgeting and staffing, that enables full and effective implementation of the plan.

SWIP part 8



Select Data Validation Issues tab. Check for errors. If there are errors, go to that tab and fix the errors. If there are no errors, click on the Save button. Then click on the school link on the left hand side of the page.

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Schoolwide/Improvement Plan Application

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Program Information Schools and Allocations Use of Funds Data Validation Issues

Print Preview Save

Note: If you have validation errors that have already been corrected, please click the Save button to revalidate this page.

Use of Funds

- Error: Not Started


Three large red arrows are overlaid on the screenshot. The first arrow points from the left towards the 'Data Validation Issues' tab. The second arrow points from the left towards the 'Save' button. The third arrow points from the right towards the 'Error: Not Started' message.

SWIP part 9



Select your school on the left side of page under your district.
Now you will see your school and 6 tabs at the top of the page.

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Stake Holders

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Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

Print Preview

Save

The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Stakeholders who were involved in the comprehensive needs assessment with a description of their position. Include parents, and other school leaders.


Stakeholder Name	Position	Remove
<div>Add Stakeholder</div>		

SWIP part 10



Add stakeholders by clicking on Add Stakeholder button.
Add their name and position. Then select save.

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Stakeholders	Needs Assessment	Plan Components	Annual Budget	Upload Files	Data Validation Issues
--------------	------------------	-----------------	---------------	--------------	------------------------

Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

[Print Preview](#) [Save](#) **Warning: You have unsaved changes**

The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position. Include teacher, principals, parents, and other school leaders.

Stakeholder Name	Position	Remove
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

[Add Stakeholder](#)

SWIP part 11



Select the Needs Assessment tab. Fill in each Needs Assessment text box. Then click save. ****CLICK SAVE OFTEN****

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Stake Holders Needs Assessment Data Validation Issues

Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.


Print Preview Save Warning: You have unsaved changes

School Leadership Team	Discussion Topics	
School and Community	Discussion Topics	
Academic Achievement	Discussion Topics	
Student Learning Needs	Discussion Topics	
Core Curriculum	Discussion Topics	
Core Instruction	Discussion Topics	
Alignment of teaching and Learning	Discussion Topics	

SWIP part 12



To open up a Discussion Topic in the Needs Assessment topics, double click on the blue, underlined Discussion Topic. This will expand each Discussion Topic. Double click it again to close it.



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Print PreviewSaveWarning: You have unsaved changes


School Leadership Team	Discussion Topic	
School and Community Describe the school community demographics. Have there been recent changes in the community, such as school staff, administrator, and board changes; rising unemployment, etc. which have adversely impacted the school community? What efforts have the school and/or district used in the past three years to address these issues?	Discussion Topic	
Academic Achievement	Discussion Topic	
Student Learning Needs	Discussion Topic	
Core Curriculum	Discussion Topic	



SWIP part 13



To expand each text box, click on the right hand corner and drag the text box to make it bigger. Do the same to make it smaller.



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Schoolwide/Improvement Plan Application

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Print PreviewSaveWarning: You have unsaved changes

School Leadership TeamDiscussion Topics

School and CommunityDiscussion Topics

Academic AchievementDiscussion Topics

Student Learning NeedsDiscussion Topics

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SWIP part 14



Select the Plan Components tab. Next answer each of the five (5) Plan Components. After each component click on SAVE.

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Stake Holders Needs Assessment Plan Components

Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

Print Preview Save

1. Prioritized Needs:
Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels.

Need Description	SMART Goal	Remove
<div>Add Prioritized Need</div>		

2. Evidence-Based Interventions:
Based on the school's prioritized needs, describe the evidence-based interventions to improve student outcomes.

Intervention Strategy

What evidence level of criteria does this strategy meet?

How the intervention meets the definition of "Evidence Based"

Remove

Add Intervention

3. Identify the resources needed to implement the above Intervention Strategies.

4. Provide the URL where this plan will be publicly available:
NOTE: A copy of this plan must be made available in hard copy upon request.


5. Describe how the Schoolwide Improvement Plan (SWIP) will be monitored and evaluated for effectiveness.

SWIP part 15



1. Prioritized Needs: Click on add prioritized need. Add Need Description in text box and add Smart Goal in text box. Click save.

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Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

Print Preview

Save

Warning: You have unsaved changes

1. Prioritized Needs:

Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels.

Need Description	SMART Goal	Remove
<input type="text"/>	<input type="text"/>	<input type="button" value="X"/>

Add Prioritized Need

2. Evidence-Based Interventions:

Based on the school's prioritized needs, describe the evidence-based interventions to improve student outcomes.

Intervention Strategy	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Remove
<input type="text"/>			<input type="button" value="X"/>


Add Intervention

SWIP part 16



2. Evidence Based Interventions: Add intervention strategy to Intervention Strategy text box. Then select the evidence level from the drop down box under What evidence level of criteria does this strategy meet? Then add criteria to How the intervention meets the definition of “Evidence Based”. Click on Add Intervention to create another intervention strategy.

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Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

Print Preview

Save

Warning: You have unsaved changes

1. Prioritized Needs:
Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels.

Need Description	SMART Goal	Remove
<div>Add Prioritized Need</div>		

2. Evidence-Based Interventions:
Based on the school's prioritized needs, describe the evidence-based interventions to improve student outcomes.

Intervention Strategy	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Remove
<div></div>	<div>--Select--</div>	<div></div>	<div></div>
<div>Add Intervention</div>			


3. Identify the resources needed to implement the above Intervention Strategies.

SWIP part 17



Under 2. Evidence-Based Interventions, click on Discussion Topic to expand the paragraph and to see ideas for describing evidence-based interventions. Click Discussion Topic again to close. Save when finished with 2. Evidence-Based Interventions.

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Stake Holders Needs Assessment Plan Components Annual Budget Upload Files Data Validation Issues

Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

Print Preview Save Warning: You have unsaved changes

1. Prioritized Needs:
Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels.

Need Description	SMART Goal	Remove
<input type="text"/>	<input type="text"/>	<input type="button" value="Remove"/>
<input type="button" value="Add Prioritized Need"/>		


2. Evidence-Based Interventions:
Based on the school's prioritized needs, describe the evidence-based interventions to improve student outcomes. Consider methods and strategies which provide opportunities to meet the state academic standards, strengthen the academic program, increase the amount and quality of learning time, and provide enriched and accelerated curriculum, including a well-rounded education. See <https://es.ed.gov/ncee/www/> for resource information.

Intervention Strategy	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Remove
<input type="text"/>	Moderate Evidence	<input type="text"/>	<input type="button" value="Remove"/>
<input type="button" value="Add Intervention"/>			

SWIP part 18



3. Identify the resources needed to implement the above Intervention Strategies: Fill in the criteria in this text box. Expand the text box by clicking and dragging the right hand corner of the text box. Save when finished.

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Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

Print Preview

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1. Prioritized Needs:

Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels.

Need Description	SMART Goal	Remove
<div>Add Prioritized Need</div>		

2. Evidence-Based Interventions:

Based on the school's prioritized needs, describe the evidence-based interventions to improve student outcomes.

Intervention Strategy	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Remove
<div>Add Intervention</div>			

3. Identify the resources needed to implement the above Intervention Strategies.

4. Provide the URL, where this plan will be publicly available:

SWIP part 19



Select the Annual Budget tab. Allocation for the 2017-2018 school year will be prepopulated, as will the carry-over amount and total allocation. Fill in each budget item amount and a description in the description box. Final budget total must be equal to Total Allocation. When finished click the Save button.

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State Holders Needs Assessment Plan Components Annual Budget

Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

Print Preview Save

Allocation for 2017-2018 \$0

Carry-over from previous year as of 9/30/2017 \$0

Total Allocation \$0

Obj Code	Description	2017-2018
100	Salaries Include the number of FTEs and PTEs for each position	Amount: \$0 Description:
200	Employee Benefits	Amount: \$0 Description:
300	Purchased Services (non travel)	Amount: \$0 Description:
300	Travel Expense	Amount: \$0

SWIP part 20



Click on Upload Files tab. If there are separate files to upload, click on Add File, then select file to be uploaded. Repeat if more than one file to upload. Click Save button when finished.

DEPARTMENTS COMMUNICATIONS

A screenshot of the SWIP application interface. The top navigation bar includes the Idaho Department of Education logo, the text "IDAHO STATE DEPARTMENT OF EDUCATION", and a "Log Off" button. Below the navigation bar, the page title is "GRACE ELEMENTARY SCHOOL (0463)". The main content area has a tabbed interface with tabs for "Stake Holders", "Needs Assessment", "Plan Components", "Annual Budget", and "Upload Files". A large red arrow points to the "Upload Files" tab. Below the tabs, a yellow warning message reads: "Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator." Below the warning, there are two buttons: "Print Preview" and "Save". A red arrow points to the "Save" button. Below the buttons, there is a section titled "Select to removeFiles" with an "Add File" button. A red arrow points to the "Add File" button. On the left side of the page, there is a sidebar with links: "Home", "SWIP User Guide", "2017-2018", "Change Year", "GRACE JOINT DISTRICT (148)", "District", "GRACE ELEMENTARY SCHOOL (0463)", "Comments", "SDE Comments", and "Publish Comments".

SWIP part 21



Select the Data Validation Issues tab. Check for errors. If there are errors, go to that tab and fix the errors. If there are no errors, then click the Save button.

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State Holders	Needs Assessment	Plan Components	Annual Budget	Upload Files	Data Validation Issues
---------------	------------------	-----------------	---------------	--------------	------------------------

Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

Print Preview Save

Note: If you have validation errors that have already been corrected, please click the Save button to revalidate this page.

Annual Budget

- Error: Not Started

Needs Assessment

- Error: All questions require responses

Plan Components

- Error: One or more responses are missing
- Error: At least one Evidence Based Intervention is required
- Error: At least one Prioritized Need is required

Stake Holders

- Error: At least one Stakeholder is required

Title I-A Schoolwide/Improvement Plan



- Title I-A Schoolwide/Improvement Plan due for Schoolwide schools no later than June 30, 2018.

The screenshot shows the web application for the Idaho Schoolwide/Improvement Plan. The header includes the Idaho State Department of Education logo and the text "IDAHO STATE DEPARTMENT OF EDUCATION". A red banner on the right says "Log On" and "Schoolwide/Improvement Plan Application". The left sidebar has a "Links" section with "Home" and "SWIP User Guide", and a "2017-2018" section with "Change Year". The main content area has tabs for "At A Glance" and "Access and Help". The "At A Glance" tab is selected, showing the title "Schoolwide/Improvement Plan Application" and a welcome message. Below this, there are three sections: "School Improvement", "Schoolwide Plans", and "Comments", each with a brief description of the application process and contact information.

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At A Glance | Access and Help

Schoolwide/Improvement Plan Application

Welcome to the Schoolwide/Improvement Plan. This application has two purposes: School Improvement and Schoolwide Plans.

School Improvement

This is the LEA's application for the school improvement plan and school improvement funds. The application process includes completing a budget and a plan for the funds. Budgets and plans will be reviewed by the SDE. A notification letter will be sent to each LEA upon approval of the application. If there are any revisions required, these must be completed before a notification letter is issued and money can be accessed in the Grant Reimbursement Application (GRA).

Schoolwide Plans

Under ESSA, all currently approved Schoolwide Programs must develop a new schoolwide plan during the 2017-18 school year. This application can also be used for any schools moving from Targeted Assistance to Schoolwide. The Schoolwide Plan will remain in effect for the duration of the school's participation in a Title I-A Schoolwide Program.

Comments

A link to the Comments section is located in the LEA's left navigation menu. The comment section stores the LEA's and the SDE's communications concerning the plan. Our coordinators are willing to provide technical assistance at any time. For assistance with the School Improvement application, please contact the SDE School Improvement Coordinator at SWIPadministrators@sde.idaho.gov. For Assistance with the Schoolwide Plan, please contact the SDE Title I-A Coordinator at SWIPadministrators@sde.idaho.gov.

Professional Development Opportunities



New & Experienced Federal Programs Directors Meeting

National ESEA Programs Conference

Family & Community Engagement Conference

Danielson Framework for Teaching Trainings

NAEHCY Homeless Education Conference

WIDA National Conference

National Migrant Education Conference

2019 Idaho Federal Programs Conference

CFSGA Submission



- An approvable plan is due no later than June 30, 2018. Don't forget to hit Submit!

Status:
Submitted*

If you need to revise ...
you *must* contact Elmira Feather to “unlock” your plan.

Title I-A, School Improvement, FACE



Program Coordinators:

- Title I-A Improving Basic Programs- Kathy Gauby:
208.332.6889 or kgauby@sde.idaho.gov
- School Improvement/Educator Effectiveness- Tyson
Carter: 208.332.6917 or tcarter@sde.idaho.gov
- Family & Community Engagement, Foster Care Liaison-
Jill Mathews: 208.332.6855 or
jmathews@sde.idaho.gov

Title II-A, Funding & Fiscal Accountability



Program Coordinators:

- Title II-A Supporting Effective Instruction- Teresa Burgess: 208.332.6891 or tburgess@sde.idaho.gov
- Funding & Fiscal Accountability- Elmira Feather: 208.332.6900 or efeather@sde.idaho.gov

Title I-D, V-B, IX-A and Equitable Services



Program Coordinators:

- Title I-D Neglected, Delinquent, or At-Risk, Title V-B Rural Education Initiative, Title IX-A Homeless Education & Youth- Suzanne Peck: 208.332.6904 or speck@sde.idaho.gov
- School Choice Coordinator, Equitable Services to Private Schools Ombudsman- Michelle Clement Taylor: 208.332.6963 or mtaylor@sde.idaho.gov

Federal Programs

Karen Seay | Federal Programs Director
Idaho State Department of Education
650 W State Street, Boise, ID 83702
208 332 6800

kseay@sde.idaho.gov

www.sde.idaho.gov/federal-programs



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION